



**Orange County Department of Education
Human Resources Department
Certificated Management Class Specification**

Director, Alternative Education

**Class Code: 1221
Work Days: 225**

GENERAL PURPOSE

Manage, supervise, plan, and direct the activities and operations of the assigned Alternative Education program; coordinate assigned activities with other units, divisions, outside agencies, and the general public; and provide highly responsible and complex staff assistance to the Assistant Superintendent, Alternative Education.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from the Assistant Superintendent, Alternative Education.
2. Exercises direct supervision over management, supervisory, professional, technical, and/or clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Manage and participate in the development and implementation of goals, objectives, policies, priorities, and strategic plan for assigned programs including providing administrative direction and oversight of programs offering educational support to delinquent and/or at-risk youth and adult jail inmates; recommend within Division policy, appropriate service and staffing levels; establish and administer policies and procedures.
 2. Select, train, motivate, lead, and evaluate staff; identify opportunities for improving service delivery methods, and procedures; implement improvements; work with employees to correct deficiencies; implement discipline and termination procedures when necessary.
 3. Plan, direct, coordinate, and review the work plan for appropriate staff; meet with staff to identify and resolve problems; assign work activities and projects; monitor work flow; review and evaluate work products, methods, and procedures.
 4. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
 5. Develop and monitor assigned programs' budgets; recommend adjustments as necessary.
 6. Coordinate the Alternative Education Division activities with those of other divisions and outside agencies and organizations; prepare and present staff reports and other necessary correspondence.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.):

7. Develop, facilitate, coordinate, and/or lead a variety of professional development activities.
8. Attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of curriculum and instruction, education, and administration.
9. Assist in the interpretation of laws and regulations pertinent to Juvenile Court School and Alternative Education programs; assure compliance with applicable federal, state, and local rules, regulations, guidelines, and policies.
10. Analyze and interpret data and provide recommendations for division or program planning.
11. Demonstrate attendance sufficient to complete the duties of the position as required.
12. Perform related duties similar to the above in scope and impact as required.

Additional essential functions specific to:**Curriculum and Instructional Support and Services**

1. Assume management responsibility for all services and activities of the Assessment, Curriculum, Instruction, Title I, Learning Support and Safe Schools, and Foster Youth Services units of the Alternative Education Division.
2. Develop and implement various educational programs appropriate to identified student population; monitor program effectiveness; recommend program expansion and recommend adjustments or changes.
3. Direct and support school improvement for school accountability, including but not limited to the accreditation process.
4. Direct staff development opportunities for areas related to teaching, learning, and accountability.
5. Align the Alternative Education Division's curriculum with federal, state, and local standards and insure compliance with federal and state improvement requirements; select appropriate instructional and supplementary materials.

Business and Division Support Services

1. Assume management responsibility for all services and activities of the Attendance & Records, Budget, Operations, Technology units, and of the Juvenile Court School Principal Administrative Units of the Alternative Education Division.
2. Develop and administer the Alternative Education Division budget; forecast additional funds needed for staffing, equipment, materials, and supplies; coordinate the monitoring of and approval of expenditures; recommend adjustments as necessary.
3. Evaluate and implement information systems necessary to monitor student attendance, expenditures, and staffing patterns. Develop and distribute reports which allow managers to monitor student attendance and budgets.
4. Monitor assigned facilities; ensure the adherence to facility maintenance and safety; monitor leases and contracts.
5. Monitor student attendance and enrollment; prepare reports and recommend adjustments or changes as necessary.

Educational Programs

1. Assume management responsibility for all services and activities of the Community Principal Administrative Units and Human Resources of the Alternative Education Division.
2. Oversee organization and staffing activities for the Alternative Education Division; develop and monitor various staff functions within the program.
3. Develop plan to increase instructional leadership skills of Alternative Education leadership team.

Special Education Services

1. Assume management responsibility for all Special Education programs, services, and activities of the Alternative Education Division.
2. Develop, monitor, and evaluate the efficiency and effectiveness of service delivery methods and procedures; assess and monitor work load, administrative and support systems, and internal reporting relationships; identify opportunities for improvement and develop a strategic plan to implement improvements.
3. Serve as the liaison for Special Education programs of the Alternative Education Division with other Department units, divisions, and outside agencies; negotiate and resolve significant and controversial issues.
4. Attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of special education as delivered in alternative education settings and general education settings.
5. Develop data systems for storage and retrieval; prepare various reports required by the Department, federal, state, and local agencies related to special education programs.
6. Conduct a variety of organizational studies, investigations, and operational studies; recommend modifications to special education programs, policies, and procedures as appropriate.
7. Direct the development of curriculum for the Special Education programs in the Alternative Education Division.
8. Direct the development and implementation of in-service training programs including computer assisted interactive teacher training.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Procedures, methods, and techniques of project and workflow management and organization.
2. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
3. Operational characteristics, services, and activities of an alternative education program.

Knowledge of (continued):

4. Research based strategies, instructional practices, and current trends that support academic achievement in alternative education settings.
5. Modern and complex principles and practices of curriculum and instructional strategy trends in alternative education.
6. Methods and approaches to planning instructional programs and services according to identified needs and requirements of the assigned alternative education program.
7. Evaluation and assessment techniques used in determining proper teaching and instructional methods.
8. External accountability processes and procedures, including but not limited to the accreditation process and Every Student Succeeds Act (ESSA) mandates.
9. Current research in effective schools, teaching, learning theory, program planning and development, analysis of student data, and development of school improvement strategies.
10. Principles of budget preparation and control.
11. Principles of training and performance evaluation.
12. California Education Code, California Administrative Code, and the policies, rules, and regulations of the Orange County Department of Education.
13. Pertinent federal, state, and local laws, codes, and regulations.

Ability and Skill to:

1. Select, supervise, organize, train, coach, and evaluate professional, technical, and clerical personnel; effectively delegate authority and responsibility.
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Understand the political, social, economic, legal, and cultural context of learning.
4. Plan, direct, and coordinate various Alternative Education programs.
5. Interface effectively with at-risk students.
6. Establish and maintain effective working relationships with various constituencies.
7. Interpret and explain laws, codes, contracts, policies, and procedures.
8. Prepare clear and concise correspondence, reports, and other written materials.
9. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
10. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Special Education Services

Additional qualifications:

Knowledge of:

1. Modern and complex principles and practices of special education program development and administration.
2. Methods and approaches to planning instructional programs and services according to identified needs and requirements of assigned special education program.
3. Special education programs operated in the State of California.

Ability to:

1. Interpret and explain special education program policies and procedures.
2. Provide administrative and professional leadership and direction for special education programs.

Education, Training and Experience:

A typical way of obtaining the knowledge, skills and abilities outlined above is Master's degree from an accredited college or university with major course work in education, education administration, behavioral management, special education and/or a related field and six years of increasingly responsible education experience involving work with special education, delinquent, and/or at risk students, including three years of administrative and supervisory experience.

Licenses; Certificates; Special Requirements:

A valid California credential authorizing instruction or service in a public school program.

A valid California Administrative credential.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 30 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in an office environment that is fast paced with moderate to high pressure.

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